

Dear Parent/Guardian,

It gives me great pleasure to present to you via this prospectus some information about the school. This prospectus is intended to help you know more about the life and work at Ysgol Rhys Prichard.



The children are the heart of every decision we make here at the school, as to ensure they are happy, confident and successful individuals. Our aim is to ensure an engaging curriculum so as our pupils can foster a passion for learning and to develop high aspirations and success for their future.

I consider myself exceptionally fortunate to lead such dedicated and committed team of staff that work hard to reach the highest of standards. It is our priority to ensure your child's success by working closely with yourselves as parents and guardians, the local community and other schools in the cluster. We firmly believe that your child's education is a partnership between home and school, and value your support at all times.

As staff, we have no doubt your child will thrive under our care and support here at Ysgol Rhys Prichard. The standard of education and opportunities your child receive during their educational journey, will prepare them for the ever-changing world we live in.

After reading this prospectus you might want further information. If so, you may contact myself at the school.

Edward Davies

A handwritten signature in black ink that reads "E T Davies".

Headteacher

February 2021

Our School

Ysgol Rhys Prichard is a community primary school on the edge of an old market town in the heart of the upper Towy valley, in north Carmarthenshire. The school was known as Llandovery County Primary School until December 1994 when it was officially renamed Ysgol Rhys Prichard, Llanymddyfri to commemorate the 350th anniversary of the death of the famous Vicar Prichard of Llandovery. The school moved to its new existing site in February 2021.



The school is designated as a Welsh-medium school in accordance with the Education Authority's language policy. This means that Welsh is the main medium of the life and work of the school and seeks to ensure that pupils are fully bilingual by the time they transfer to the secondary sector.

COVID-19 – School Day

- Staggered start and finish times to reduce congestion around school gates at drop off and collection times

For safety reasons due to COVID-19 we ask you kindly to keep to the arrival times noted below and to follow social distancing guidelines when dropping and collecting pupils.

Children won't have access to the building until the times noted. **One adult from each family to drop off and collect please.**

- **Foundation Phase (Nursery, Reception, Year 1 and 2) 9.10am– 3.15pm. Pupils to arrive between 9.00a.m. and 9.10a.m.**
- **Key Stage 2 (Year 3 – 6) - 9.00am – 3.30pm. Pupils to arrive between 8.50a.m and 9.00.a.m. School gate will be open at 8.50a.m.**
- **If you have children in the Foundation Phase and Key Stage 2 they will follow foundation phase times, i.e. 9.10a.m. – 3.15p.m.**

Aims and Objectives

Mission Statement

To ensure that each pupil is received into a welcoming and secure atmosphere, where he or she will be given an equal opportunity to fulfil his or her true potential, academically, physically, aesthetically, socially, psychologically and spiritually.

Inclusive

We will be an inclusive school by:

- Providing equal opportunities for everyone regardless of religion, race, ability, culture, gender and age.
- Establishing a good working relationship with all pupils, parents, staff, Governors and the community.
- Be respectful and respected.
- Celebrate, embrace, and value diversity.
- Adopting an open-door policy.
- Valuing each person as an individual.



Challenge to succeed

We will challenge to succeed by:

- Creating a learning and teaching environment that promotes and motivates all
- Setting aspirational targets
- Strive to achieve full potential
- To focus on excellence
- Enjoy challenge, celebrate and share success

Inspire

Create an inspiring Child Centered environment that is/ encourages children to be:

- Happy
- Confident and independent
- Respected
- Stimulated
- Share opinions / experiences.
- Positivity
- Continually developing
- Safe and secure
- Friendly
- Meeting individual needs
- Working towards their potential
- Working together
- Trust- pupils and staff
- Balanced pupils
- Sociable



Welsh culture

We will celebrate and promote our language and culture by:

- Igniting enthusiasm and encouraging respect
- Creating awareness of the country's history, its development, housing, food, clothing
- Promoting recognition of our country-traditional tunes, folk, choral singing, hymns and dance
- Respecting and promoting its traditions through the eisteddfod, concerts and celebrations
- Taking part in Urdd activities
- Enjoying and creating art. Inviting artists, actors and poets to be part of school life
- Participating in annual celebrations and competitions



Staffing Structure - September 2020

Headteacher	Mr Edward Davies
Assistant Headteacher	Miss Bethan Evans
Teaching Staff	Mrs Tracey Aston-Rees
	Mrs Debra Davies
	Mr Emyr Richards
	Mr Gareth Salt
	Miss Catherine Spencer
	Mrs Margaret Williams
School Admin. Officer	Mrs Charlotte Evans
Supporting and Delivering Learning - Nursery	Mrs Teleri Nicholas
Full Time Teaching Assistants	Mrs Wendy Sidaway
	Mrs Heulwen Land
	Miss Sonia Marsland
	Mrs Kim Price
	Mrs Bettina Thomas
	Mrs Kristy Stokes
	Mrs Julie Jones
	Mrs Tammy Thompson-Waters
	Mrs Miriam Evans
	Ms Susan Thomas
Part-time Teaching Assistants	Mrs Paula Hilliam
	Mrs Helen Wood
Cleaner / Caretaker	Mr Tim Morgan
	Mrs Caroline Ward
	Ms Gemma Kelly

Peripatetic Staff	Mrs Gillian Thomas (Violin)
	Mrs Dianne Fuge (Singing)
	Mrs Gayle Davies (Guitar)
	Ms Gayle Davies (Woodwind)
Additional Learning Support	Mrs Rachael Davies
Lunchtime Supervisors	Mrs Denise Weatherill
	Mrs Lesley Carling
	Ms Gemma Kelly
	Mrs Amanda Wilkinson
	Mrs Shirley Davies
	Mrs Louise O'Connor
	Mrs Glenys Watts
	Mr Tim Morgan
Cook in Charge	Ms Heather Jones
	Mrs Sandra Ardolino
Catering Assistant	Mrs Wendy James
	Mrs Val Morse
	Mrs Jane Kelly



School Governing Body

Name	Status
Cllr I J Jackson	LA Representative
Mrs C Pritchard	LA Representative
Cllr H Davies	LA Representative
Mrs Jane Ryall	(Chair) Community Representative
Mr I Williams	Community Representative
Cllr Louise Wride	Additional Community Representative
Mrs W Thomas-Davies	Parental Representative
Mrs N Pease	Parental Representative
Mrs M Pennycook	Parental Representative
Ms G Van Gompel	Parental Representative
Mrs Miriam Evans	Staff Representative
Miss Bethan Evans	Teacher Representative
Mr Edward Davies	Headteacher



School uniform

The school uniform which is worn by all pupils and can be bought via Parentpay and collected from the School Office. Please write your child's name on all garments.

Clothes for Physical education

We ask that the children wear a T-shirt (white or black) and black or navy shorts for their physical education lessons. If the weather is inclement then it is possible for children to wear a tracksuit trouser for PE lesson. Please remember to write your child's name on each garment. Pupils in Nursery to Year 1 may wear their PE clothes to school on the day of the lesson. Pupils in year 2-6 need to bring their PE clothes to school on the day of the lesson and change in school.

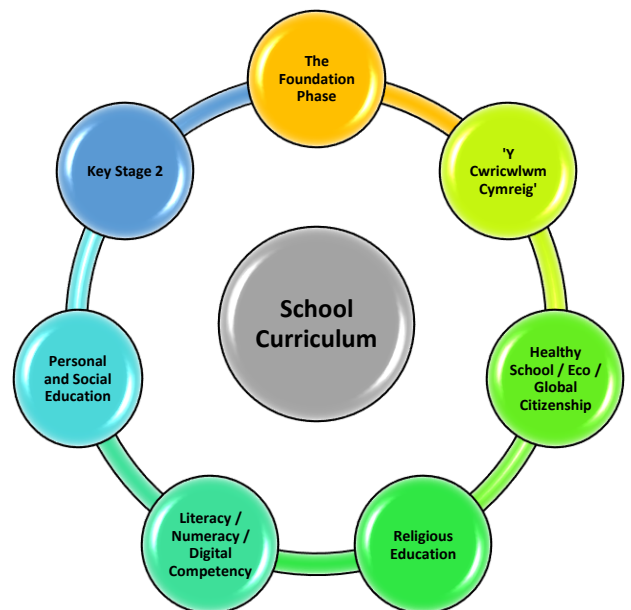


Swimming lessons— Each child needs to wear a swimming cap for their swimming lesson.

The School Curriculum

The diagram to the right shows how the school implements the curriculum.

Our curriculum ensures that all learners in our school are engaged as full members of the school community, accessing the wider curriculum and all school activities. It is a balanced, broad curriculum that seeks to provide the cultural, moral, social and emotional, physical and mental development of pupils and prepare them for opportunities and responsibilities in adult life. All these aspects are inter linked very much like a jigsaw puzzle where pupils are given a variety of opportunities and experiences to promote lifelong learning.



The Foundation Phase

In our school, the Foundation Phase is about enhancing the learning experiences which enable children to be creative, imaginative and to have fun whilst learning. Children have more opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities which are fun and enjoyable and relevant to their developmental ages.



Six areas of Learning

- Creative Development
- Language, literacy and communication skills
- Mathematical development
- Personal and social development, well-being and cultural diversity.
- Physical development
- Knowledge and understanding of the world.

The Foundation Phase has six Areas of Learning, where stimulating structured play activities are woven into the learning experiences. The curriculum is built around these six areas to support and encourage every child's personal, social, emotional, physical and intellectual well-being and development. Emphasis is placed on developing children's skills across the Areas of Learning, to provide a suitable and Integrated approach to young children's learning.

Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand, real-life experiences.



Key Stage 2 (7 to 11 years old - Years 3 to 6)

In key stage 2 pupils are given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being.

The National Curriculum is taught through thematic studies or as individual subjects, ensuring that the skills and knowledge are developed in the most effective way.

The thematic studies and individual subjects are taught within a structured timetable, thus ensuring that adequate time and attention is given to develop all areas of the National Curriculum.

The aim of the school is to ensure that the education provided enhances the spiritual, moral, cultural, mental and physical development of each pupil and that the nature of the curriculum is varied, broad and balanced. The organisation within the classroom therefore

needs to be flexible. The children learn together as a class unit in the care of a designated teacher.

The teachers consider each child's ability as work prepared is differentiated thus ensuring individual development.

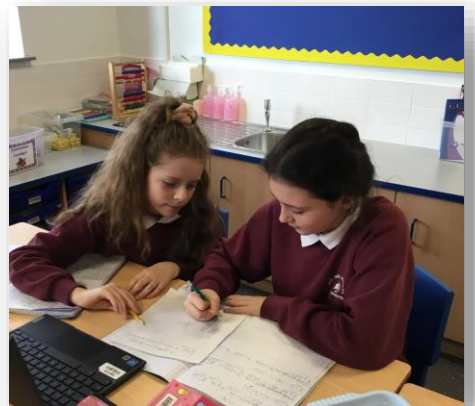
To ensure an understanding of the work a variety of teaching methods are used such as individual teaching, pair or group work and class teaching.

The work in the classroom is often reinforced with direct

experiences such as visits to historical sites, theatre visits or visits to the school by 'theatre in education' companies and guest speakers.

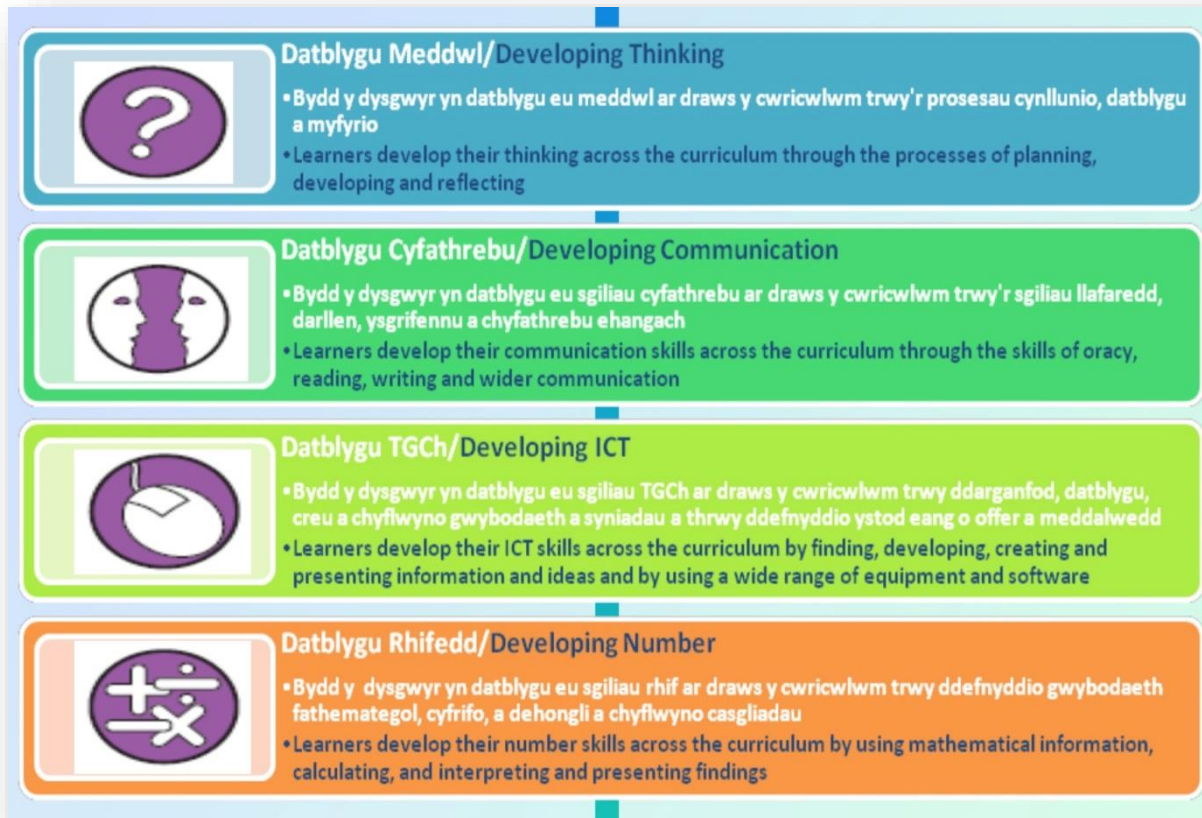
The following subjects are included in the National Curriculum in Key Stage 2:

Welsh, English, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.



Skills across the curriculum

All aspects of the curriculum are carefully planned to ensure that the following key skills from the Skills Framework are given prominence.



Assessment For Learning:

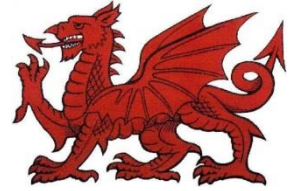
We focus on the pupil's achievement and on ways in which they can move forward:

- Where they are in the learning continuum
- Where they need to go
- How best to get there

Teachers plan to provide opportunities for assessment for learning to gain knowledge of learner's strengths and of areas that require further development.



Language Policy



The school asserts its belief in the educational value of acquiring two languages.

The aim of our bilingual policy is to teach children to be totally bilingual in the use of Welsh and English by the time they leave primary school to enable them to participate fully in the bilingual community of which they are a part. The provision at the school should ensure that each child is able to communicate confidently in both languages and be aware of Welsh cultural heritage.

Being bilingual has a number of advantages:

- The school is situated in an area where Welsh is spoken and used widely. It is therefore important that the school's pupils develop the ability to use both languages confidently and fluently, so that they can choose to take part fully in all aspects of life in the area.
- Some of our children will move on to learn other languages in the future, and research shows that children who are bilingual learn other languages more quickly than those who speak only one language
- Also, in the long term, the ability to use both languages is an important advantage in the workplace in Wales. Therefore, ensuring that children can develop the ability to speak both languages means wider work and development opportunities either locally or internationally.



The children start school at the beginning of the term following their fourth birthday, some from homes where Welsh is the first language, others where one parent speaks Welsh and others from English speaking homes.

Welsh is the main medium of the life and work of the school.

PSE

Personal and Social Education is a statutory part of the curriculum and draws on the best of existing practice and places an emphasis on providing young children with the skills they will need to become active citizens and to meet the challenges and opportunities of life. In the Foundation Phase Personal and Social Education is developed across all areas of Learning through experiential learning activities indoors and outdoors.

Sex education

It is one of the aims of this school that every pupil shall be given the opportunity to acquire the knowledge and skills to equip them for adult life. The school provides a programme of sex education which is an integral part of the school curriculum. We must take account of the age, maturity development and beliefs of the pupils. It is appropriate to introduce sex education to infant children, as many seek information and assurance at a very early age. It is far, more valuable if questions are answered naturally as they arise at a level appropriate to the development and maturity of the child. We organise visits which may enhance the development of the sex education programme in the school.

Parents are welcome to come in and talk to the staff at any time in their child's school life and will be encouraged to feel part of a partnership in preparing young people to become responsible and caring adults.

Where parents are concerned about sex education, they may ask to withdraw their child from any part of this programme that does not form part of the National Curriculum.



Religious Education

The school has no direct or formal religious affiliation. The religious education provided is based on the agreed syllabus, a copy of which may be seen at the school.

A session of worship is held every day but suitable arrangements can be made for children whose parents object to them receiving religious instruction or attending religious services.

Collective Worship

The Morning Assembly has an important place in the life of the school. During these periods, the staff and children come together for worship and the sharing of experiences. Children are given the opportunity of taking part in the service as individuals, groups or class, and opportunities are given to congratulate them and highlight their good deeds and successes. Worship can take place either within the classroom, as departments or as a whole school, and children are expected to respect and appreciate these occasions.



Assessment and reporting

Every year a Parent's Evening is held so that they may see the child's work and discuss his/ her development with the teacher. A written progress report on each child is sent out to parents at the end of the Summer term where specific targets are set for each child to move their learning forward.

Parents are also welcome to visit the school at any time convenient to the teacher and parents to discuss their child's progress on any problems that might arise. Parents with anxieties about their children's educational, behavioural, or physical developments are invited to discuss the problem with the Head teacher. Often the above problems can be dealt with successfully at school.

Voice of the learner

Pupils are given opportunities to voice their ideas and opinions on a regular basis and in a variety of ways. This encourages them to take responsibility for their own learning.



School Council

The School has a Council which is comprised of pupil representatives for each year group. The council provides an opportunity for children to express their opinions about the school and make suggestions to the Head teacher.

Discipline

Overall responsibility for the school discipline rests with the Headteacher, but it is a matter for everyone connected with the school, including parents. Children are expected to conform to certain standards of behaviour. All pupils are encouraged to follow the school's 'Golden Rules' listed below

GOLDEN RULES



We also hold a 'Star of the Week' assembly where we praise the achievement of pupils who have performed exceptionally well in various aspects of school life.



Inclusion

As a school we aim to ensure that every pupil with additional needs receives a high standard of educational provision and has access to a curriculum that has breadth, balance and relevance. We try to identify children who are having difficulties as early as possible and target support in the infant phase. When a teacher believes that a pupil requires additional support he/she will make a note of any difficulties and discuss the matter with the Headteacher. Parental permission will always be sought before placing a child on the special educational needs register and, where appropriate, the child's view will also be taken into account.



For all learners in our school we:

- provide a meaningful, relevant and motivating curriculum
- meet the specific needs of learners and further their all-round development.

We aim to keep parents well informed and invite them to school every term to discuss progress and to comment on their child's Individual Education Plan. Every teacher is aware of the importance of differentiation in order to provide a full and relevant education to his or her pupils. Depending on the nature of the task, differentiation will focus on the level of the work, marking and praise, expectations and class management, i.e. working in pairs, groups or individually.

Additional Learning Needs

Carmarthenshire schools follow the guidelines of Section 7 of the Education Act 1996, which are enshrined in the Code of Practice for Wales 2002. Within Carmarthenshire, a new SEN strategy, developed by a multi-agency group, has been developed with the aim of reducing bureaucracy, of improving provision and efficiency. The strategy includes:

- working closely with the Speech and Language Therapy Department in providing for children with significant speech and language difficulties,
- support for children and young people with emotional and behavioural difficulties,
- Children and young people can access additional support without a statutory assessment of their needs.

Children's difficulties are identified in line with the Code of Practice for Wales 2002 e.g. such as cognition and learning difficulties, sensory difficulties or communication and interaction difficulties.

The school's Additional Learning Need Coordinator (ALNCo) can give you more information.

Safety

The safety of our pupils is of paramount importance within the school. We have taken appropriate procedures to ensure that no external door is open during lessons and all visitors must report to the office and sign the visitor's log.

The school has a comprehensive health and safety policy that promotes the safety of all stakeholders. The school carries out numerous risk assessments that cover all parts of school life e.g. educational off-site visits. Copies are kept in the school office. Key policies and documents can be found on the school website.

Inclement weather

The decision to close the school rests with the Head teacher in consultation with the Chair of Governors. If the decision is taken to close before the beginning of the school day then the school will broadcast this information on BBC Radio Cymru and BBC Radio Wales. It will also be posted on the School and Carmarthenshire County Council website. Also, the school will inform parents via the text messaging system - 'T2P'.

When inclement weather necessitates the early closure of school, steps will be taken to invite parents to collect pupils. If this is impossible, we shall ensure that your children are in a safe place until parents arrive home e.g. grandparents' house or near neighbours.

Attendance

When a child is absent from school, we ask that parents/ guardians contact the school on the first morning of absence. A note is required explaining the absence when the child returns.

If you arrange for your child to leave the school premises for any reason during school hours, notification is necessary.

Admissions

Carmarthenshire County Council manages admissions to the school. The maximum number of pupils to be admitted is determined by the admission number set annually in consultation with the Governing Body.

The criteria for considering admissions of pupils to school:

- written expressed preference by parents.
- the number of pupils that can be admitted by the school.
- the geographical area which the school normally serves.
- sibling links.
- specific medical and social reasons appertaining to the prospective pupil.

On admission a home/school agreement is signed.

Health and wellbeing

The school is visited by the school nurse and speech therapist that make periodic visits to examine children. Parents are informed of these visits, and can, if they wish, attend examinations of their children.

Medicine

Arrangements will be made in school to assist pupils who are ill and who require to take medicines upon their doctor's advice. These provisions will be made for children who suffer from some form of chronic illness or allergy (e.g. asthma, diabetes) or because they are completing a course of treatment whilst recovering from a long-term illness.

Illness or injury

It is the duty of parents to make arrangements for pupils who become unwell at school, by collecting them to take them home or to the doctor or hospital. If parents or relatives are not available when a pupil becomes unwell or injured, medical advice will be sought and, if necessary, the assistance of the ambulance service. In exceptional circumstances, it may be necessary for the Head teacher to arrange for the pupil to be conveyed to the home or the hospital.

We ask that parents/guardians keep their children at home for at least 48 hours following a period of sickness.



Access for disabled pupils

Our aim is to do our utmost to ensure that pupils who suffer from any disability - physical, mental or learning disabilities are admitted to Ysgol Rhys Prichard. No specific alterations have been made to the school building however we are an inclusive school and would endeavour to ensure that all pupils have full access to all aspects of school life.

The school has undertaken an access audit and an access plan has been put in place that fully complies with The Disability Discrimination Act (2005) The school has a strategic equality plan, a copy is available on the school website or at the school office.

Home school agreement

The aim of the Home School Agreement is to ensure a successful partnership between the child, parent and school. In signing the agreement all parties involved consent to work successfully for the welfare and education of the child. The home school agreement is presented to all pupils when they begin at school. The principles promoted by the agreement are the welfare, happiness, education, discipline, and health of the pupils as noted in the school's aims and objectives.

Pastoral Care

The Head Teacher has the overall responsibility for the school and he will depend on the close co-operation of all members of staff in caring for the pupils. Each pupil is allocated to a class for the purpose of registration and this enables the class teacher to be personally responsible for the pastoral care of his/her pupils. The school keeps a record of the telephone numbers of parents and in case of accidents, should a child require medical treatment, every effort is made to contact parents first, depending on the seriousness of the case. Minor accidents will be dealt with by members of staff, but in the case of the more serious accident, the pupils will be taken to a doctor. In all cases where serious accidents occur full details will be forwarded to the Risk Assessment unit of the Local Education Authority.

During playtime, a member of teaching staff as well as members of the support staff are on duty in the playground, or in the case of inclement weather, in the school. During the lunch period, supervision is carried out by the staff. The Head teacher has the specific responsibility for the pastoral care of looked-after children.



Bullying policy

The school has a firm policy on bullying that states that every pupil has the right to receive his/her education in a safe, caring and happy environment. Our aim is to ensure that no form of bullying occurs. We work towards eliminating bullying in all its forms with the help of fellow pupils, staff, parents and governors. If you suspect that your child is being bullied then you should contact the school immediately – please do not raise this matter with individual pupils or parents.

Looked after children

The Headteacher is responsible for promoting the educational achievement of looked after children. This is done in conjunction with the class teachers, ALNCo, the education department and the relevant social services.

Child protection

The school has a child protection policy which contains the following clause– When a child makes an allegation against a family member or someone at the household, then, parental consent to make a referral to Carmarthenshire Social Services will NOT be sought by the school. The Social Services Department and the Police will need to speak to the child as soon as possible if it is believed that a crime has been committed. The Headteacher is the school's designated child protection/safeguarding officer. In his absence Miss Bethan Evans takes the responsibility.

Complaints

Complaints should be directed to the Head teacher. If it is not possible to resolve the complaint within the establishment then the Head teacher will follow the procedures arranged by the Governing Body of the school and Carmarthenshire County Council.

Charging for school activities

The Governing Body of the School recognises the valuable contribution that the wide range of additional activities, including trips, sport and residential experiences can make towards pupils' education.

Following the Education Reform Act 1988, the School's policy is:

To request voluntary contributions from parents for School activities which can only be provided if there is sufficient voluntary funding.

Equal opportunities

We are committed to providing the highest possible standards of education for our pupils and will endeavor to meet the needs of all without unfair discrimination of any kind.

We will:



- Oppose all forms of unfair discrimination, whether individual or institutional, direct or indirect, on the grounds of gender, colour, ethnicity or national origin, religion, disability, financial resources, social background,
- HIV status, age, appearance, ability, language, political view, size, marital status or sexual orientation.



- Challenge prejudice or unreasonable beliefs about groups in society and endeavor to instill tolerance and acceptance of differences.
- Promote and celebrate diversity within our community and beyond.
- Seek to become an inclusive community, in the widest sense of the word.
- Prepare pupils for adult life in a multi-cultural society.

Parents

A successful school relies upon the goodwill and active participation of the parents. We value the skills and time that you have to offer. There are a number of ways you can help your child(ren) and enhance the life of the school.

	Datblygu sgiliau rhifedd a llythrennedd Develop numeracy and literacy skills	<ul style="list-style-type: none">• Darllen gyda'ch plentyn• Darllen storïau i'ch plentyn• Gwrando ar eich plentyn yn darllen• Datblygu gwaith rhif adre• Cefnogi eich plentyn <p>Reading with your child Reading a story to your child Hearing them read to you Developing understanding of number Supporting your child</p>
	A oes gennych unrhyw sgiliau, talentau neu arbenigedd i'w gynnig? e.e. Have you got any skills, talent and expertise to offer? e.g.	<ul style="list-style-type: none">• Garddio• Celf a Chrefft• Cerddoriaeth• Gwaith coed• Peintio <p>Gardening Art and Craft Music Carpentry Painting and decorating</p>
	A fedrwn chi helpu gyda gweithgareddau allgyrsiol? e.e. Can you help with extra-curricular activities? e.g.	<ul style="list-style-type: none">• Cynllun 'Kerbcraft'• Helpu ar dripiâu ysgol neu mabolgampau• Codi Arian• Kerbcraft Scheme (Road Safety)• To supervise on trips or sports days etc.• To help with fundraising